

E P TODD ELEMENTARY

150 Old Canaan Road
Spartanburg, SC 29306

GRADES K-6 Elementary School

ENROLLMENT 732 Students

PRINCIPAL Marc Zachary 864-594-4475

SUPERINTENDENT Dr. J. Lynn Batten 864-594-4400

BOARD CHAIR David W. Cecil, II 864-594-4400

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	44	53	3	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 21 out of 23 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004	Average	Below Average	No

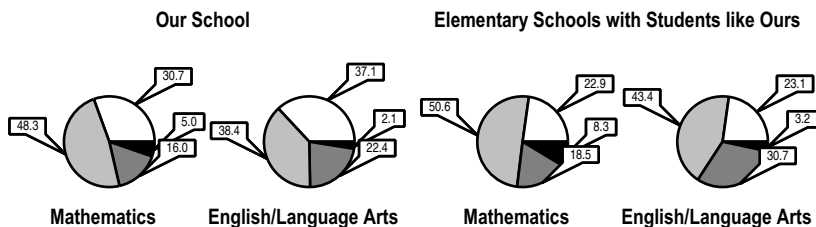
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

75.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	471	100.0	37.1	38.4	22.4	2.1	31.1	Yes	Yes
Gender									
Male	247	100.0	45.0	38.9	14.8	1.3	21.4		
Female	224	100.0	28.4	38.0	30.8	2.9	41.8		
Racial/Ethnic Group									
White	96	100.0	19.6	35.9	40.2	4.3	53.3	Yes	Yes
African-American	321	100.0	43.7	39.3	15.9	1.0	23.1	Yes	Yes
Asian/Pacific Islanders	43	100.0	33.3	33.3	28.2	5.1	38.5	I/S	I/S
Hispanic	10	100.0	20.0	50.0	30.0	0.0	30.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	414	100.0	31.5	40.9	25.3	2.3	35.2		
Disabled	57	100.0	77.4	20.8	1.9	0.0	1.9	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	471	100.0	37.1	38.4	22.4	2.1	31.1		
English Proficiency									
Limited English Proficient	12	100.0	60.0	40.0	0.0	0.0	0.0	I/S	I/S
Non-Limited English Proficient	459	100.0	36.5	38.4	23.0	2.1	31.9		
Socio-Economic Status									
Subsidized meals	330	100.0	44.4	37.3	17.0	1.3	24.2	Yes	Yes
Full-pay meals	141	100.0	19.8	41.2	35.1	3.8	47.3		

Mathematics - State Performance Objective = 15.5%									
All Students	471	100.0	30.7	48.3	16.0	5.0	34.6	Yes	Yes
Gender									
Male	247	100.0	30.6	48.9	14.8	5.7	34.5		
Female	224	100.0	30.8	47.6	17.3	4.3	34.6		
Racial/Ethnic Group									
White	96	100.0	16.3	44.6	29.3	9.8	60.9	Yes	Yes
African-American	321	100.0	36.9	49.5	9.8	3.7	24.1	Yes	Yes
Asian/Pacific Islander	43	100.0	20.5	46.2	30.8	2.6	51.3	I/S	I/S
Hispanic	10	100.0	20.0	50.0	20.0	10.0	40.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	414	100.0	25.0	51.3	18.0	5.7	38.5		
Disabled	57	100.0	71.7	26.4	1.9	0.0	5.7	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	471	100.0	30.7	48.3	16.0	5.0	34.6		
English Proficiency									
Limited English Proficient	12	100.0	50.0	50.0	0.0	0.0	10.0	I/S	I/S
Non-Limited English Proficient	459	100.0	30.2	48.2	16.4	5.2	35.1		
Socio-Economic Status									
Subsidized meals	330	100.0	35.6	50.0	11.1	3.3	26.5	Yes	Yes
Full-pay meals	141	100.0	19.1	44.3	27.5	9.2	53.4		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	107	100.0	29.0	35.0	35.0	1.0	36.0
	Grade 4	131	100.0	42.3	41.5	16.3	N/A	16.3
	Grade 5	119	100.0	42.3	43.3	12.5	1.9	14.4
	Grade 6	108	100.0	34.4	35.4	29.2	1.0	30.2
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	103	100.0	18.4	33.0	44.7	3.9	48.5
	Grade 4	114	100.0	27.3	44.5	26.4	1.8	28.2
	Grade 5	143	100.0	51.8	39.6	8.6	N/A	8.6
	Grade 6	111	100.0	46.7	36.4	14.0	2.8	16.8
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	107	100.0	18.0	46.0	28.0	8.0	36.0
	Grade 4	131	100.0	30.9	49.6	13.8	5.7	19.5
	Grade 5	119	100.0	32.7	46.2	14.4	6.7	21.2
	Grade 6	108	100.0	28.1	36.5	18.8	16.7	35.4
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	103	100.0	24.3	59.2	13.6	2.9	16.5
	Grade 4	114	100.0	24.5	50.9	18.2	6.4	24.5
	Grade 5	143	100.0	37.4	47.5	10.1	5.0	15.1
	Grade 6	111	100.0	34.6	37.4	22.4	5.6	28.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 732)				
First graders who attended full-day kindergarten	80.0%	N/C	100.0%	100.0%
Retention rate	1.8%	Down from 2.3%	3.2%	2.7%
Attendance rate	96.1%	Down from 96.3%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.5%		5.2%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	1.3%		3.9%	3.5%
Eligible for gifted and talented	19.2%	Down from 20.5%	12.1%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.8%	Down from 9.5%	9.5%	8.2%
Older than usual for grade	0.5%	Down from 0.7%	1.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.1%	Up from 0.0%	0.0%	0.0%

Teachers (n= 49)				
Teachers with advanced degrees	67.3%	Up from 66.0%	48.6%	51.4%
Continuing contract teachers	95.9%	Up from 84.9%	87.5%	87.5%
Highly qualified teachers**	97.6%	N/A	96.0%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	88.3%	Down from 89.2%	86.5%	86.7%
Teacher attendance rate	93.8%	Down from 95.4%	94.5%	94.9%
Average teacher salary	\$44,159	Up 4.4%	\$40,082	\$40,760
Prof. development days/teacher	17.3 days	Up from 15.4 days	13.5 days	12.4 days

School				
Principal's years at school	24.0	Up from 23.0	3.5	4.0
Student-teacher ratio in core subjects	19.7 to 1	Up from 18.0 to 1	18.7 to 1	18.9 to 1
Prime instructional time	88.9%	Down from 90.9%	89.2%	90.0%
Dollars spent per pupil*	\$6,760	Up 5.9%	\$5,858	\$6,044
Percent of expenditures for teacher salaries*	61.1%	Down from 63.3%	65.7%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.9%	Up from 99.3%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.8%	92.0%
Highly qualified teachers in high poverty schools**	89.4%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

2003-2004 saw us enjoy our fourth year in our brand new state-of-the-art facility. Our pride, commitment, and expectations have increased as a result of teaching in our new school. Adding to our facility we now have an outside classroom, nature trail, garden, green house, and walking track to further enhance the experiences of our students.

We are very fortunate to have such a diverse student body and community. This diversity makes our school rather unique and presents many wonderful learning experiences and opportunities for our students and staff. We feel that our students will be better prepared to live in our ever-changing world.

Edwin P. Todd Elementary is proud to be recognized for the second time as a "Flagship School of Promise." E.P. Todd was also recognized by the Education Trust as a school having high achievement in spite of having a majority of students on free or reduced-price lunch. Todd school was also recognized as a South Carolina "Healthy School" and a "Red Carpet" school. We are implementing a five-year improvement plan for SACS and Act 135 and getting ready for a SACS review and update of our plan. We are looking forward to creatively improving our English/Language Arts program through the South Carolina Reading Initiative Grant, which involves K-3 teachers with a three-year goal of providing the best teachers of reading and students with the best reading experiences in the Southeast! A "Best Practices" class was started this year to improve instruction in all areas (reading, math, social studies, and science). Exemplary writing will continue to play a major role in our total curriculum. By stressing the Tiger Pride curriculum and character education, E.P. Todd Elementary assists in the development of resourceful and motivated students.

Goals for next school year will be to start a four-year-old child development program and to improve student achievement on the school "Report Card." Also, we will continue to lower pupil teacher ratios to improve our transitions from grade to grade and sixth grade to Carver Jr. High.

Robert W. Page, III, Principal

Wayne Hyatt, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	52	107	70
Percent satisfied with learning environment	59.6%	77.9%	81.8%
Percent satisfied with social and physical environment	80.8%	80.2%	74.6%
Percent satisfied with home-school relations	51.9%	90.5%	62.3%

*Only students at the highest elementary school grade level at this school and their parents were included.